

**A Resource  
Guide of**



**NUTRITION**

**EDUCATION** and

**Physical**

**ACTIVITY**

**Curricula for Grades K-8**

**Michigan Team Nutrition**



## Acknowledgements

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# A Resource Guide of Nutrition Education and Physical Activity

Curricula for Grades K-8



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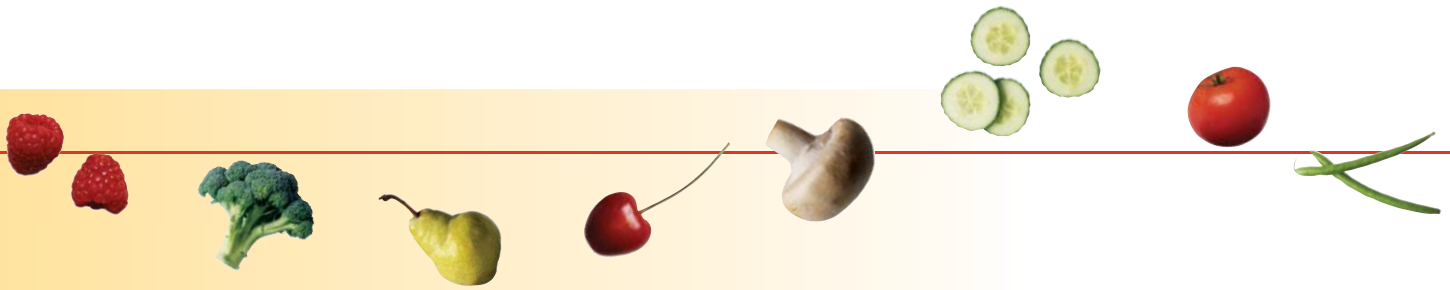




# Introduction to the Resource Guide

This resource guide is intended for use by school administrators, health and physical education teachers in elementary, middle, and high schools, extension educators, public health dietitians working in schools, food service directors and staff, and before/after school educators.





The purpose of this guide is to provide education professionals with curricula to implement nutrition education/physical activity promotion consistent with the 2005 Dietary Guidelines for Americans and the *HealthierUS School Challenge* criteria. This guide is developed as part of the activities proposed in the 2006 Team Nutrition Training grant awarded to Michigan Department of Education.

The resources in this guide are categorized into four areas:

- ▶ before/after school programs,
- ▶ classroom nutrition and physical activity curricula,
- ▶ family/communities, and
- ▶ extracurricular.

All curricula were evaluated using an extensive curricula criteria. The curricula reviewed were limited to National and Michigan Team Nutrition developed resources. Also included were resources from the Michigan Department of Education, National Dairy Council, Michigan Fitness Foundation, Action for Healthy Kids, International Life Sciences Institute and Human Kinetics. The curricula recommended supplement the nutrition and physical activity sections of the Michigan Model for Health® curriculum. Selected curricula can also be integrated into language arts, math, science and social studies.

This resource guide is to be used as a companion piece to two other guides developed by Michigan Action for Healthy Kids: *Tips and Tools to Help Implement Michigan's Healthy Food and Beverages Policy* and *Tips and Tools to Promote Physical Education and Physical Activity*. <http://www.tn.fcs.msue.msu.edu/HealthySchoolToolkit.html>

We hope this nutrition education and physical activity promotion resource guide will be useful and help reinforce healthy choices throughout the school environment. Michigan Team Nutrition would like to hear your comments on this guide. Please e-mail us at [tn@msu.edu](mailto:tn@msu.edu).



## Michigan's Vision

*In the larger context, schools are society's vehicle for providing young people with the tools for successful adulthood. Perhaps no tool is more essential than good health.<sup>1</sup>*

Michigan has long advocated for **Coordinated School Health Programs** as one of the tools to ensure that Michigan's children are prepared for successful adulthood. Coordinated School Health is:

- ▶ centered on the needs of children;
- ▶ systematic in its approach;
- ▶ built on a team effort;
- ▶ and a rigorous process that aims to eliminate gaps and redundancies.<sup>2</sup>

One of the components of Coordinated School Health Programs is **Comprehensive School Health Education**. The educational goal of health education is health literacy, "the capacity to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health enhancing."<sup>3</sup>

In Michigan, health literacy is developed through classroom instruction and other school activities based on the **Michigan Content Standards for Health Education**.<sup>4</sup>

The Michigan Departments of Education and Community Health, and their department and agency partners encourage **time, cost efficient, and sustainable** delivery of health education through implementation of the *Michigan Model for Health*® is designed to motivate and assist students to adopt life-long healthy behaviors to maintain and improve their health and prevent disease. The lessons:

- ▶ are research-based and standards aligned;
- ▶ build knowledge, attitudes, and skills;
- ▶ are specific at each grade level, kindergarten through grade six, middle school, and high school to ensure age appropriateness, while avoiding gaps and limiting redundancy;
- ▶ address social and emotional health; safety; alcohol, tobacco, and other drugs; nutrition and physical activity; personal health and wellness; and reproductive health and HIV prevention education;
- ▶ are interactive;
- ▶ are correlated with nationally field-tested assessment items;
- ▶ include classroom and school-wide extension activities to reinforce skill development;
- ▶ include take home Family Resource Sheets; and
- ▶ facilitate interdisciplinary learning that integrates health education into other curricula, including language arts, social studies, science, math and art.

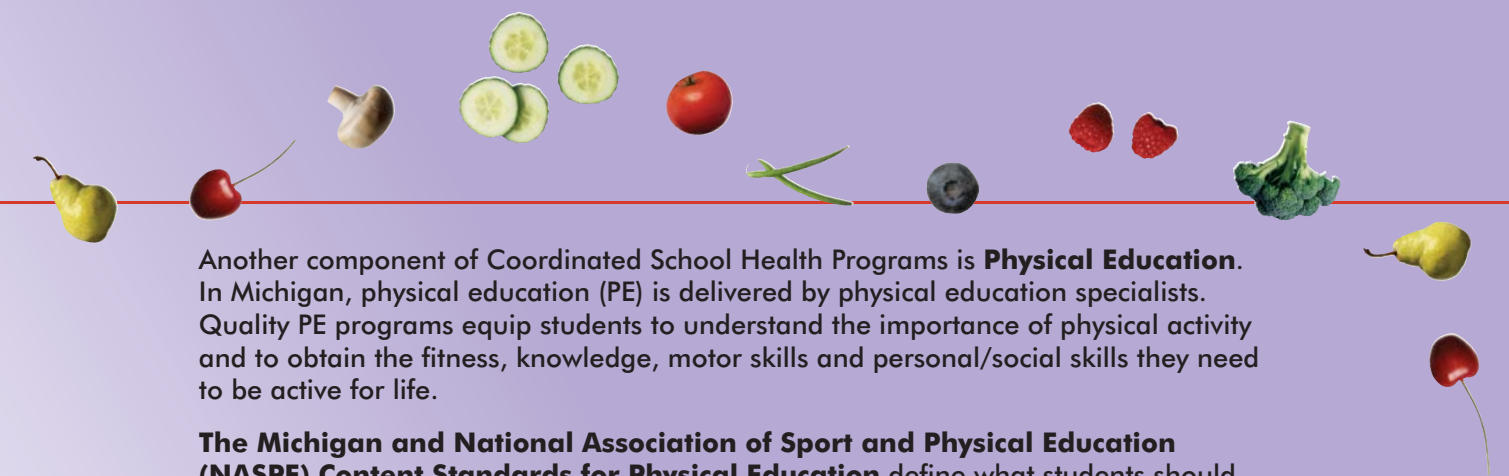
Training and instructional material support, as well as technical assistance from regional health education sites<sup>5</sup>, ensure quality implementation and program sustainability.



Visit <http://www.emc.cmich.edu> for more information about the Michigan Model for Health®.

Visit <http://www.cshca.org> for more information about health education training opportunities.





Another component of Coordinated School Health Programs is **Physical Education**. In Michigan, physical education (PE) is delivered by physical education specialists. Quality PE programs equip students to understand the importance of physical activity and to obtain the fitness, knowledge, motor skills and personal/social skills they need to be active for life.

**The Michigan and National Association of Sport and Physical Education (NASPE) Content Standards for Physical Education** define what students should know and be able to do as the result of a quality physical education program<sup>6</sup>.

The Michigan Departments of Education and Community Health encourage delivery of quality physical education through implementation of the Exemplary Physical Education Curriculum (EPEC). EPEC was developed in Michigan based on guidance from over 130 Michigan stakeholders and revised using feedback from hundreds of physical education teachers. The EPEC program:

- ▶ is research-based and fully aligned to the NASPE standards;
- ▶ promotes the teaching of knowledge, skills and attitudes that will enable children to be active for life;
- ▶ provides step-by-step instruction enabling all students to be successful in the physical education classroom;
- ▶ is a true curriculum that includes lessons, reinforcing activities and assessments;
- ▶ has a full scope and sequence that can be easily adjusted to accommodate the skills of a particular class or the priorities of a district;
- ▶ reinforces basic nutrition messages; and
- ▶ received the award for Excellence in Prevention Research and Research Translation in Chronic Disease from the Centers of Disease Control in 2002.

Training and technical assistance is available from the Michigan Governor's Council on Physical Fitness/Michigan Fitness Foundation.

**More information on EPEC is available at <http://www.michiganfitness.org/epec> or by calling 517-347-7891 or 877-464-3732.**

<sup>1</sup> Council of Chief State School Officers

<sup>2</sup> Michigan State Board of Education: Coordinated School Health and Safety Programs, Approved Policies, 2000-2005

<sup>3</sup> Joint Committee on National Health Education Standards

<sup>4</sup> Go to [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232-156852--,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232-156852--,00.html) to view the Michigan Health Education Content Standards, K-8 Health Education Grade Level Content Expectations, and High School Health Education Merit Guidelines

<sup>5</sup> See list of Comprehensive School Health Education Regional Sites in page 44 or visit <http://www.cshca.org/about/memberlist.htm>

<sup>6</sup> Go to [http://www.michigan.gov/mde/0,1607,7-140-28753\\_33232-156852--,00.html](http://www.michigan.gov/mde/0,1607,7-140-28753_33232-156852--,00.html) to view the Michigan Physical Education Content Standards and Benchmarks.



# Selected Michigan State Board of Education Policies Related to Health and Physical Activity

*Coordinated school health and safety policies are critical tools in assisting districts to implement effective programs and practices. When implemented, such policies reduce risk behaviors, improve health, and increase academic achievement. The Michigan State Board of Education policies provide guidance to local school boards in developing policies that address district needs, strengthen school health initiatives, and enhance communication on school health issues. Moreover, district policies provide consistent messages to students, staff, families, and community partners. Everyone benefits from a coordinated approach that supports improved health outcomes as well as academic achievement.<sup>1</sup>*

The entries<sup>2</sup> below are descriptions of selected policies and model policies related to nutrition and physical activity.

## **Model Local Wellness Policy – 10/2005**

This model policy affirms that schools should provide a healthy campuswide environment where students are taught healthy eating and physical activity knowledge, skills, and values by staff who role model healthy lifestyles.

[http://www.michigan.gov/documents/Policy\\_on\\_Wellness\\_141434\\_7.pdf](http://www.michigan.gov/documents/Policy_on_Wellness_141434_7.pdf)

## **Coordinated School Health Programs to Support Academic Achievement - 9/2003**

This policy affirms that schools cannot achieve their primary mission of education if students and staff are not physically, mentally, and socially healthy. The Board recommends that districts develop local coordinated school health programs and school health councils to make recommendations to the school board; that schools develop school health teams representing staff, families, students, and community in each building; and that each district designates a school health program coordinator.

[http://www.michigan.gov/documents/CSHP\\_Policy\\_77375\\_7.pdf](http://www.michigan.gov/documents/CSHP_Policy_77375_7.pdf)

## **Comprehensive School Health Education – 6/2004**

This policy affirms that health education is critical to academic and employment success and recommends at least 50 hours of health education instruction at every grade, K-12, an emphasis on critical knowledge and skills; performance-based assessment; highly qualified and certified teachers; and collaboration with the school partners.

[http://www.michigan.gov/documents/Health\\_Education\\_Policy\\_final\\_94135\\_7.pdf](http://www.michigan.gov/documents/Health_Education_Policy_final_94135_7.pdf)

## **Quality Physical Education – 9/2003**

This policy affirms that quality physical education programs play a unique role of educating students and in acquiring skills so they may lead a physically active life. Key components include curriculum, instruction and assessment, certified teachers, instruction of 150 minutes per week for elementary students and 225 minutes per week for middle school and high school students.

[http://www.michigan.gov/documents/HealthPolicyPE\\_77380\\_7.pdf](http://www.michigan.gov/documents/HealthPolicyPE_77380_7.pdf)

## **Creating Effective Learning Environments – 12/2000**

This policy recommends that schools assess environments and implement strategies to strengthen a positive learning climate; offer daily recess periods, physical activity, and physical education programs for all elementary and middle school students; and help students and their families make good health choices and model appropriate behaviors.

[http://www.michigan.gov/documents/bdpolicy001214\\_16470\\_7.pdf](http://www.michigan.gov/documents/bdpolicy001214_16470_7.pdf)

<sup>1</sup> Michigan State Board of Education: Coordinated School Health and Safety Programs, Approved Policies, 2000-2005

<sup>2</sup> Ibid



# Incorporating Nutrition Education and Physical Activity Curricula Into the Day

**Before/After School**

**Classroom**

**Family/Community**

**Extracurricular**



## Jump into Foods and Fitness (JIFF)

**PUBLICATION DATE:** revised 2006

**INTENDED AUDIENCE:**

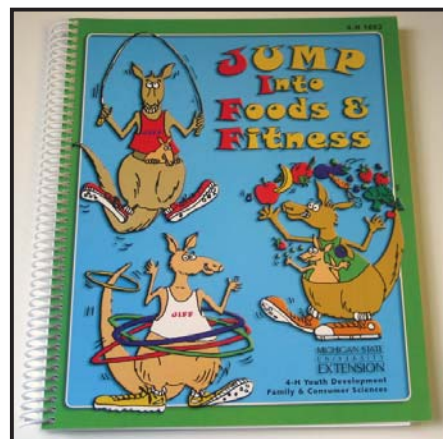
Grades 3-5, ages 8-11 (adaptable to younger (ages 5-7), older children (aged 12+))

**LANGUAGE:** English

**FORMAT:** Print, spiral-bound notebook

**DESCRIPTION:**

JIFF (Jump into Foods and Fitness) is a hands-on, research-based (Experiential Learning model) curriculum that utilizes "Joey," a kangaroo, as the age-appropriate character to appeal to youth as they learn about the importance of nutrition, increased physical activity, and food safety. The curriculum format contains eight 60- to 90-minute "Kangaroo Jumps" sessions. Each individual session includes clearly defined objectives and learning life skills. Individual activities, however, can also stand alone. Jiff may be taught by adults (volunteers, professionals, parents as well as older youths). There is no formal training required or provided. To assist the instructor, JIFF includes a program summary, facilitator background on child learning, youth development, tips for working with children and adapting JIFF materials for a variety of settings, as well as general implementation information, eight detailed lesson plans with copy-ready handout/templates, and a resource list. Also provided are background basics for fitness and nutrition for the facilitator, icebreakers and "Attention Getters," several learning activities with summary/reflection guides and reproducible handouts, healthy snack recipes and activity suggestions, family newsletter and additional resources, including Web links. A pre- and post-assessment is also available. JIFF was revised in 2006 to reflect the 2005 Dietary Guidelines and MyPyramid.



**COST:** \$13 each

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

MSU Bulletin Office, 117 Central Services, East Lansing, MI 48824

**PHONE:** 517-353-6740

**FAX:** 517-353-7168

**WEB SITE:** <http://www.msue.msu.edu/cyf/youth/jiff/index.html>

**EMAIL ORDERING:** [bulletin@anr.msu.edu](mailto:bulletin@anr.msu.edu)

## ReCharge!

**PUBLICATION DATE:** 2005

**INTENDED AUDIENCE:**

Grades 3-5

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

ReCharge! is an after-school curriculum that focuses on four concepts - Energy In, Energy Out, Teamwork, and Goal setting. The curriculum contains three modules for a total of 29 activities. Each module has 9-10 activities ranging from 30-60 minutes.

Energy In and Energy Out trackers are provided. The Energy In tracker comes in three levels – Rookie, Veteran and All-Pro. The trackers are a motivational tool. It is recommended that the tracker be used for one week or ideally for six weeks.

The objectives for each activity are clearly stated. The curriculum is well organized and interactive. In selected activities, older children are encouraged to mentor younger peers. A Coach's Clipboard provides the educator with nutrition and physical activity research. Educator preparation to teach the activities is moderate. No training is required, however an online training tool is provided for beginner educators. A Home Field newsletter (English/Spanish) is provided to extend the activity to the family. Families can choose to coach or participate. Parent participants are provided with blank tracking forms to track their nutrition and physical activity. The curriculum provides information on healthy snacks.

Children start by making three healthy nutrition choices from a list provided. The activities get progressively challenging as children's knowledge and skills increase. ReCharge! meets national standards for health education. National Football League's (NFL) football basics and trading cards are provided. The curriculum culminates with a Field Day to showcase to other students, families and community what was learned. No pre- or post-assessment is provided.

**COST:** \$225

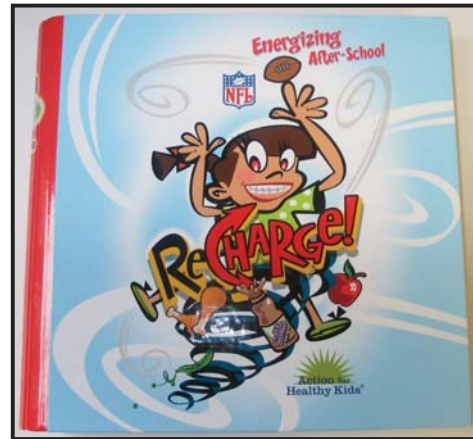
**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

Action for Healthy Kids, 4711 West Golf Road, Suite 625, Skokie, IL 60076

**PHONE:** 800-416-5136

**WEB SITE:** <http://www.actionforhealthykids.org/Recharge/index.php>

**EMAIL:** [info@actionforhealthykids.org](mailto:info@actionforhealthykids.org)



## Michigan Model for Health®

### PUBLICATION DATE:

Kindergarten-2008

Grade 1-2008

Grade 2-2007

Grade 3-2007

Grade 4-2006

Grade 5-2006

Grade 6-2008

Grade 7/8-2006

What's Food Got to Do With It

Grade 7/8-2008

It's Time to Move!

### INTENDED AUDIENCE:

Kindergarten through Grade 8 students

### LANGUAGE: English

**FORMAT:** Print, with suggested classroom instructional materials and resources

### DESCRIPTION:

**What can be found in the Michigan Model for Health® nutrition and physical activity lessons?**

- ▶ Healthy eating and healthy physical activity: benefits, importance of variety, nutrients, importance of water, food groups and recommended amounts;
- ▶ Balancing movement, rest, and physical activity;
- ▶ Food labeling;
- ▶ Advertising and influences;
- ▶ Food Safety and food-borne illness;
- ▶ Safe physical activity: safety gear, hydration, and sun protection;
- ▶ Relationship of self perception, body image, body weight, and physical activity to one's food intake and physical activity.

**Kindergarten-Grade 2:** Three, 25-35 minute lessons at each grade level;

**Grade 3:** Five, 45 to 50 minute lessons at each grade level;

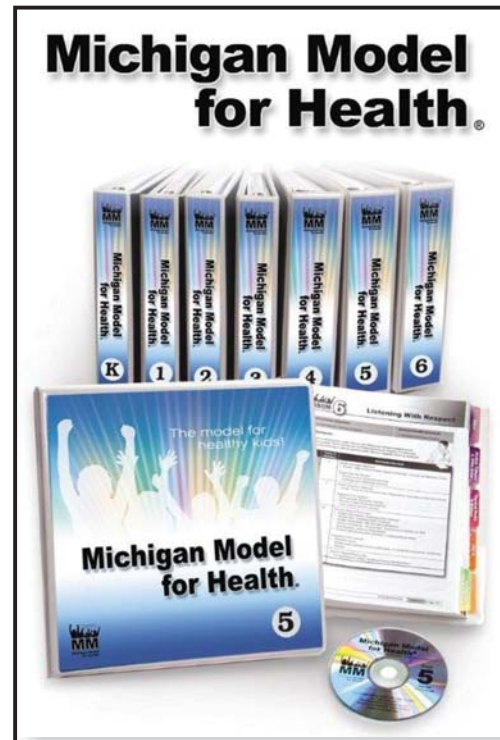
**Grades 4-5:** Four, 45 to 50 minute lessons at each grade level;

**Grade 6:** Eight, 45-50 minute lessons;

**Grades 7-8:** Eight nutrition lessons and five physical activity lessons; each lesson is 45 to 50 minutes

### The lessons:

- ▶ are consistent with the Dietary Guidelines and MyPyramid;
- ▶ are based on the Michigan Health Education Standards and K-8 Grade Level Content Expectations;
- ▶ include clearly written student learning objectives, material lists, activity directions, and nutrition resource information to make lesson preparation easy for classroom teachers and other implementers;



- ▶ are specific at each grade level, kindergarten through grade six, and middle school, to ensure age appropriateness, while avoiding gaps and limiting redundancy;
- ▶ use interactive and research-based educational strategies proven to increase knowledge, develop skills, and promote behavior change;
- ▶ are aligned with nationally field-tested assessment items;
- ▶ include classroom, cafeteria, and school-wide extension activities to reinforce skill development;
- ▶ include take home Family Resource Sheets;
- ▶ are culturally appropriate, and free of product promotions and sponsor bias; and
- ▶ facilitate interdisciplinary learning that integrates nutrition and physical activity into comprehensive health education and other curricula, including language arts, social studies, science, math and art.

### **How is Michigan Model for Health® different?**

The lessons are a component of a comprehensive health education curriculum for K-12 students, supported and promoted by the State of Michigan and their partners.<sup>1</sup> The impact of the nutrition lessons are reinforced and strengthened by other content areas throughout the health curriculum. Training and instructional material support, as well as technical assistance from regional health education sites<sup>2</sup>, ensure quality implementation and program sustainability.

#### **COST:** Instructor Manuals:

- ▶ \$25-\$30 per grade for kindergarten through grade 6;
  - ▶ \$17.50 per middle school nutrition and physical activity module;
- Suggested classroom instructional nutrition and physical activity materials are minimal cost and vary for each grade; some Regional Health Education sites support the cost of training. To contact your Regional School Health Coordinator and determine if training is available in your region please visit: <http://www.cshca.org/about/memberlist.htm>

#### **PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

Educational Materials Center  
139 Combined Services Building  
Central Michigan University  
Mt. Pleasant, Michigan 48859

**PHONE:** Toll Free: 1-800-214-8961; Local: 989-774-3953

**FAX:** 989-774-3943

**WEB SITE:** <http://www.emc.cmich.edu>

**EMAIL:** [emc@cmich.edu](mailto:emc@cmich.edu)

<sup>1</sup> See Michigan's Vision at the beginning of this resource guide.

<sup>2</sup> See list of Comprehensive School Health Education Regional Sites in page 44 or visit <http://www.cshca.org/about/memberlist.htm>.



## Little D's Nutrition Expedition

**PUBLICATION DATE:** 2005

**INTENDED AUDIENCE:** Grade 2

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Little D's Nutrition Expedition curriculum transports second-grade students back to the time of medieval castles and dragons to learn the importance of good nutrition and physical activity. Along the way they meet food group friends like Little D the dragon, Princess Peapod, Queen Anna Banana and Sir Milkford the Scholar. The curriculum consists of 10 activity plans, ranging from 25–60 minutes. The interactive activity plans are age- and grade- appropriate with clearly stated objectives, easy to follow, and well organized. The activities focus on age-appropriate skill development; complete with the construction of a Food Group Wall Dragon in Activity 10. Reinforcement is provided through take-home letters, Little D's Interactive Nutrition Games CD, a booklist and parent/guardian resources on the National Dairy Council Web site. The visuals are age-appropriate and incorporate MyPyramid: Steps to Healthier You.

The teacher is provided with a Nutrition Backgrounder with an appendix on multicultural foods from each food group. The teacher is given clear directions for each activity plan. Teacher preparation before class is minimal. No training is required or available to teach this curriculum. There are pre- and post-assessments provided.

Little D's Nutrition Expedition links to language arts and health and is recommended as a supplement to the **Michigan Model for Health®** curriculum.

**COST:** Free (in Michigan to 2nd grade teachers)

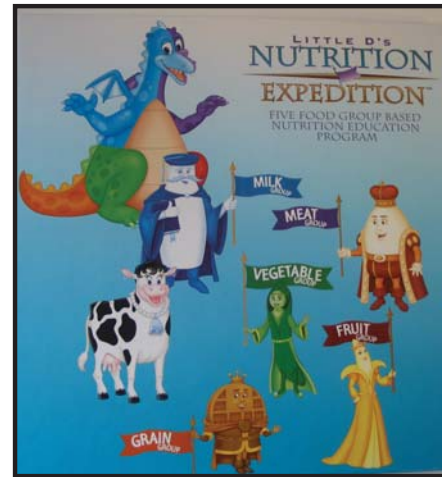
**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

National Dairy Council. United Dairy Industry of Michigan, 2163 Jolly Road, Okemos, MI 48864

**PHONE:** 800-241-MILK (6455)

**WEB SITE:** <http://www.udim.org> or <http://www.nutritionexplorations.org>

**EMAIL:** [udim@udim.org](mailto:udim@udim.org)



## Arianna's Nutrition Expedition

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**PUBLICATION DATE:** 2005

**INTENDED AUDIENCE:** Grade 4

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Arianna's Nutrition Expedition curriculum includes two adventurous fourth-graders who solve mysteries, travel, and put pizzazz into learning about the importance of good nutrition and physical activity in this five food group based, action-packed curriculum. The curriculum consists of eight activity plans, ranging from 25–60 minutes. The interactive activity plans are age- and grade-appropriate with clearly stated objectives, easy to follow, and well organized. The activities focus on age-appropriate skill development; complete with the construction of a Scrapbook Page in Activity 8. Reinforcement is provided through take-home letters, Arianna's Interactive Nutrition Games CD, a booklist, and parent/guardian resources on the National Dairy Council Web site. The visuals are age-appropriate and incorporate MyPyramid: Steps to Healthier You.

The teacher is provided with a Nutrition Backgrounder with an appendix on multicultural foods from each food group. The teacher is given clear directions for each activity plan. Teacher preparation before class is minimal. No training is required or available to teach this curriculum. There are pre- and post-assessments provided.

Arianna's Nutrition Expedition links to language arts and health and is recommended as a supplement to the **Michigan Model for Health®** curriculum.

**COST:** Free (in Michigan to 4th grade teachers)

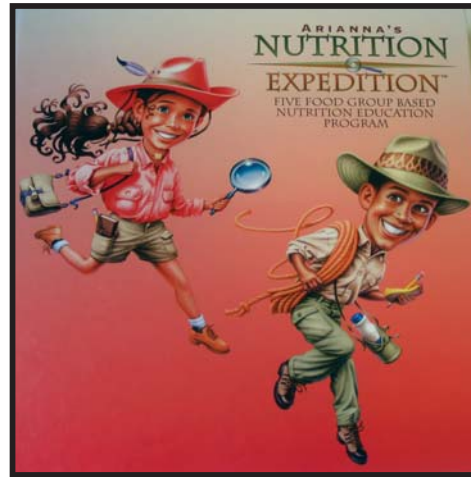
**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

National Dairy Council. United Dairy Industry of Michigan, 2163 Jolly Road, Okemos, MI 48864

**PHONE:** 800-241-MILK (6455)

**WEB SITE:** <http://www.udim.org> or <http://www.nutritionexplorations.org>

**EMAIL:** [udim@udim.org](mailto:udim@udim.org)



## Empowering Youth with Nutrition and Physical Activity

**PUBLICATION DATE:** 2007

**INTENDED AUDIENCE:**

Youth 11-18 year old

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

This manual was developed as a resource to help teachers and caregivers of adolescents become positive role models. There are eight chapters in the manual. The manual provides information on the 2005 Dietary Guidelines for Americans and the MyPyramid, facts on heart disease, diabetes, fats, cholesterol, and sodium. Information is provided on incorporating

nutrition and physical activity into youth development programs, special events, field trips. The youth learn about choosing healthy meals with caterers and plan a healthy snack. There is information on helping youth plan, implement, and evaluate a project.

No training is required or available to incorporate the activities and games listed in the manual. The manual can be used in classroom or after-school settings. The manual is well organized. There is an extensive list of resources and web sites related to nutrition and physical activity. A list of nutrition and physical activity vendors and materials is also provided. Recipes are provided. Tips and substitutions are provided to make recipes heart healthy, low in added sugar and sodium.

**COST:** Free to Team Nutrition schools upon request

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

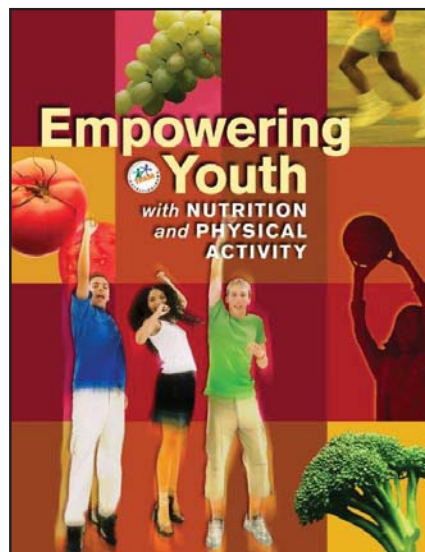
USDA Team Nutrition, 3101 Park Center Drive, Room 632, Alexandria, VA 22302

**PHONE:** 703-305-1624

**FAX:** 703-305-2549

**WEB SITE:** <http://teamnutrition.usda.gov/Resources/empoweringyouth.html>

**EMAIL:** [teamnutrition@fns.usda.gov](mailto:teamnutrition@fns.usda.gov)



## Exemplary Physical Education Curriculum (EPEC) K-5

**PUBLICATION DATE:** 2006

**INTENDED AUDIENCE:** Grades K-5

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

EPEC K-5 is a 258-lesson physical education curriculum; 125 of these lessons have at least one nutrition-related reinforcing activity. Each lesson is 5-10 minutes; the scope and sequence recommends teaching three to five lessons per half-hour PE period. The curriculum is organized into folders by objective. Each folder contains one teaching/learning progression (TLP) with discrete steps that take the students from non-performance to mastery. Each folder also includes one pre- and post-assessment rubric, one instructional segment, and two reinforcing activities for each step in the TLP.

The curriculum is research-based with clearly stated objectives. The curriculum is well organized, with age- and grade-appropriate activities and visuals. The activities are culturally sensitive. EPEC promotes increased knowledge, skills, and behavior change with experiential learning in nutrition and physical activity. The curriculum reflects the recommendations of the 2005 Dietary Guidelines for Americans.

The curriculum is research-based with clearly stated objectives. The curriculum is well organized, with age- and grade-appropriate activities and visuals. The activities are culturally sensitive. EPEC promotes increased knowledge, skills, and behavior change with experiential learning in nutrition and physical activity. The curriculum reflects the recommendations of the 2005 Dietary Guidelines for Americans.

EPEC is recommended to be taught by certified PE teachers. Teacher preparation is moderate. EPEC meets the Michigan Standards and Benchmarks for Health related to nutrition and physical activity. Some reinforcing activities have links to core subjects.

**COST:** \$389 in Michigan; \$599 outside Michigan

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

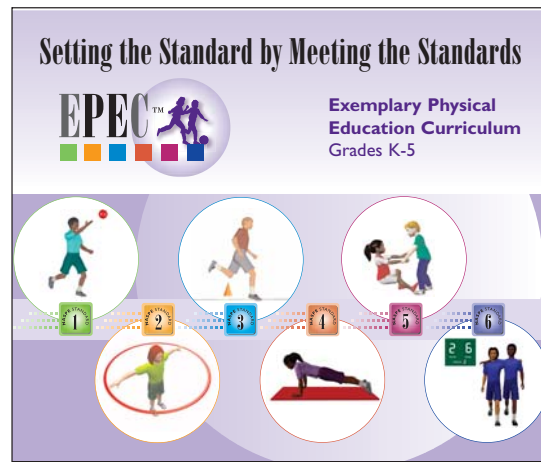
Michigan Fitness Foundation, P.O. Box 27187, Lansing, MI 48909

**PHONE:** 877-464-3732

**FAX:** 517-347-8145

**WEB SITE:** <http://www.michiganfitness.org/epec>

**EMAIL:** [lsheppard@michiganfitness.org](mailto:lsheppard@michiganfitness.org)



## Family Bookbag

**PUBLICATION DATE:** 2005

**INTENDED AUDIENCE:** Grades K-2

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

The Family Bookbag was created so that children and their families can have fun reading together at home, while at the same time learning about healthy eating and being physically active. This program is designed so that each child in a class or program has a turn taking home the bookbag for 3 – 7 days, then returns it to the school, site or educator.

The Family Bookbag contains the Educator's guide, parent letter, and five children's books – What's for lunch? Milk, The Busy Body Book, I will Never Not Ever Eat a Tomato, Yoko, and Oh! The Things You Can Do That Are Good For You, 30 family tip sheets, 30 recipe card sets, 30 "Yours to Keep" labeled plastic bags. Each "Yours to Keep" bag has a family tip sheet and a recipe card set reminding participating children and their families that the bag and its contents are theirs to keep before returning the Bookbag. The children's books in the Family Bookbag have culturally appropriate visuals and content.

The Family Bookbag can be used in classrooms, out-of-school-time programs, home-visiting programs or any other programs that serve children in this age group. This curriculum was evaluated by over 1000 families with positive results.

**COST:** \$75 + \$5 shipping and handling

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

Michigan State University Extension, 240 Agriculture Hall  
East Lansing, MI 48824-1039

**PHONE:** 517-353-9102

**FAX:** 517-353-4846

**WEB SITE:** <http://www.familybookbag.fcs.msue.msu.edu>

**EMAIL:** Paul McConaughy, Project Coordinator, [mcconau1@msu.edu](mailto:mcconau1@msu.edu)





## Fit Bits

**PUBLICATION DATE:** 2008

**INTENDED AUDIENCE:** Grades K-5

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Fit Bits are spiral-bound books with a built-in easel, with one activity per spread. Each book targets one grade, from Kindergarten through fifth grade.

There are 40 activities in each book, 20 of which have nutrition themes and 20 personal/social themes, all with physical activity embedded. Each activity is 10-20 minutes. The curriculum is science-based and accurately reflects the recommendations of the 2005 Dietary Guidelines for Americans.

The objectives for each activity are clearly stated. The curriculum promotes increased knowledge and provides experiential learning in nutrition and physical activity. The activities and visuals are age-, grade-, and culturally-appropriate. The curriculum is interactive.

Comprehensive instructions are provided in the "For Teachers Only" section. No training is required or available to teach the curriculum. No pre- or post- assessment is available or required.

**COST:** \$50 (per grade) + shipping and handling

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

Michigan Fitness Foundation, P.O. Box 27187, Lansing, MI 48909

**PHONE:** 877-464-3732

**FAX:** 517-347-8145

**WEB SITE:** <http://www.michiganfitness.org/fitbits>

**EMAIL:** [lsheppard@michiganfitness.org](mailto:lsheppard@michiganfitness.org)



## MyPyramid for Kids - Lessons for Grades 1 and 2, Grades 3 and 4, and Grades 5 and 6

**PUBLICATION DATE:** September 2005

**INTENDED AUDIENCE:** Grades 1-6

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

The MyPyramid for Kids Classroom Lessons are a set of nine sequential lesson plans, three lessons each at Level 1, Level 2 and Level 3. Each lesson is 45-60 minutes. The lessons are based on the 2005 Dietary Guidelines for Americans and MyPyramid for Kids.

The lessons are grade appropriate with clearly stated objectives. The lessons are interactive, easy to follow, and well organized. The visuals are age appropriate. The lessons provide lunchroom links and take-home activities. The lessons focus on age appropriate skill development for making healthy lifestyle choices. Lessons are presented in a kid-friendly, positive format.

The lessons do not necessitate prior nutrition and physical activity knowledge for teachers. No training is required or available to teach the curriculum. Clear instructions are provided for any teacher to confidently teach the lessons. Preparation before teaching curriculum is minimal. The content and visual do not promote brand name bias. No pre- or post-assessment is available. Depending on content, lessons link to language arts, math, or science. The lessons meet some of Michigan Standards and Benchmarks for Health related to nutrition and physical activity.

Supplemental materials are available in a CD provided with the lessons. Black and white reproducible masters are also provided.

**COST:** Free for Team Nutrition enrolled schools upon request

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

USDA Team Nutrition, 3101 Park Center Drive, Room 632, Alexandria, VA 22302

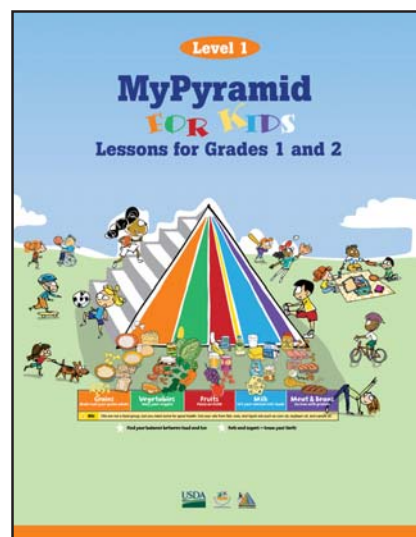
**PHONE:** 703-305-1624

**FAX:** 703-305-2549

**WEB SITE:** <http://teamnutrition.usda.gov/Resources/mypyramidclassroom.html>

**SUPPLEMENTAL WEB SITE:** <http://www.mypyramid.gov/sp-index.html>

**EMAIL:** [teamnutrition@fns.usda.gov](mailto:teamnutrition@fns.usda.gov)



## Nutrition Essentials: Teaching Tools for Healthy Choices. Nutrition Education Ideas for Secondary School Teachers

**PUBLICATION DATE:** April 2007

**INTENDED AUDIENCE:** Grades 7-12

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Nutrition Essentials is a sequential six-lesson curriculum based on the principles of the 2005 Dietary Guidelines for Americans and MyPyramid to encourage middle and high school students to develop healthy lifestyle habits.

Each lesson has clear objectives, is well organized and presented in an easy format. Each lesson uses a poster or visual image as the focus for class discussions and activities. The curriculum is interactive. The lessons encourage teens to eat recommended amounts and kinds of foods from each food group based on their age, gender and level of physical activity. Teens develop skills to select nutrient-dense foods to meet their recommended nutrient needs for a day. The curriculum does not provide any experiential learning. Students are encouraged to engage in at least 60 minutes of physical activity most or all days of the week.

The activities and visuals are age- and grade- appropriate. The visuals are not culturally appropriate. The content and visuals do not present brand name bias. The curriculum provides no link to core courses. The curriculum meets some of Michigan Standards and Benchmarks for Health Education related to nutrition and physical activity.

No training is available or required to teach this curriculum. Teacher preparation is minimal. No pre- or post-assessment is available. Supplemental materials are available on a CD provided with the curriculum.

**COST:** Free for Team Nutrition enrolled schools upon request

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

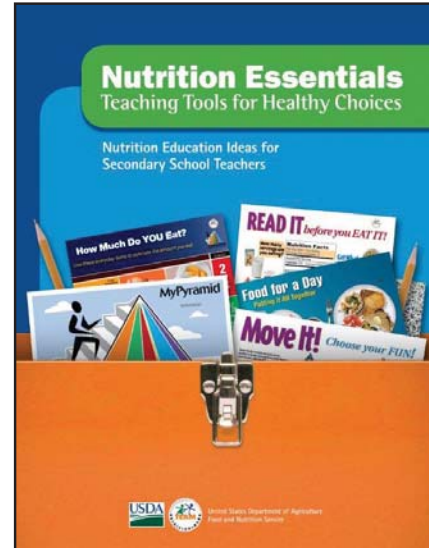
USDA Food and Nutrition Services, USDA Team Nutrition, 3101 Park Center Drive, Room 632, Alexandria, VA 22302

**PHONE:** 703-305-1624

**FAX:** 703-305-2549

**WEB SITE:** <http://teamnutrition.usda.gov/Resources/nutritionessentials.html>

**EMAIL:** [teamnutrition@fns.usda.gov](mailto:teamnutrition@fns.usda.gov)



## Planet Health: An Interdisciplinary Curriculum for Teaching Middle School Nutrition and Physical Activity

**PUBLICATION DATE:** revised 2007

**INTENDED AUDIENCE:** Grades 6-8

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Planet Health is a science-based curriculum first created under a grant from the National Institutes of Child Health and Human Development (NICHD) to the Harvard School of Public Health to develop, implement, and evaluate a curriculum designed to improve diet and physical activity in middle school students. Planet Health's effectiveness has been evaluated using a randomized, controlled trial in a two-year intervention in ten Boston-area schools.

Planet Health is a 580-page innovative, comprehensive, and interdisciplinary approach to teaching health education. The curriculum is organized into three sections. Section 1 discusses implementing Planet Health in a school. Section 2 is classroom lessons further organized into Part I – the two foundation lessons and Part II through V contain a total of 33 lessons in four major subject areas – language arts, math, science and social studies that address a nutrition and physical activity theme. The themes reflect recommendations of the Dietary Guidelines for Americans. The Physical Education curriculum contains 31 physical education microunits.

The lessons are 30 to 60 minutes long, with clearly stated behavioral and learning objectives. Lessons are well organized, easy to follow, and use. The lessons and activities are age- and grade- appropriate and interactive. Lessons in social studies address cultural diversity. The lessons develop knowledge and skills in problem solving, decision-making, advocacy and goal setting. The goal is a lifelong healthy lifestyle. Teacher preparation varies from minimal to moderate with each lesson. Excellent teacher resources are provided. No training is required or available. Some lessons provide extension activities geared toward family and cafeteria projects. A self-assessment and FitCheck is taken at the beginning and end of the school year.

**COST:** \$49+ shipping and handling

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

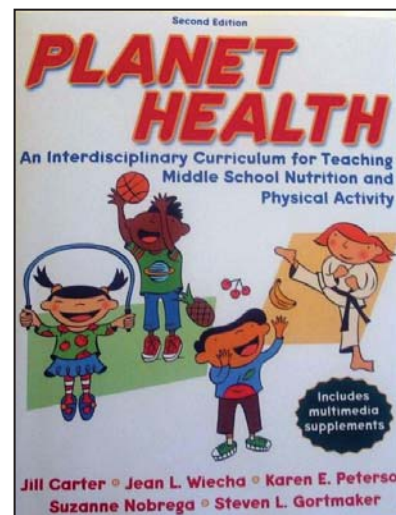
Human Kinetics, P.O. Box 5076, Champaign, IL 61825-5076

**PHONE:** 800-747-4457    **FAX:** 217-351-1549

**WEB SITE:** <http://www.humankinetics.com>

**SUPPLEMENTAL WEB SITE:** <http://www.planet-health.org>

**EMAIL:** [info@hkusa.com](mailto:info@hkusa.com)



## Pyramid between the Pages

**PUBLICATION DATE:** 2005

**INTENDED AUDIENCE:** Grades K-2

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Pyramid between the Pages is a hands-on learning tool. The lessons use age-appropriate literature with positive nutrition messages. The lessons are based on the 2005 Dietary Guidelines for Americans and MyPyramid.

The lesson objectives are clearly stated. The lessons are interactive with simple cooking activities and a physical component. The lessons are well organized, easy to follow and use. Lesson plan activities and visuals are age-, grade-, and cultural- appropriate. The recipes which include multicultural foods are compatible with the recommendations of the Dietary Guidelines for Americans. Lessons do not promote brand bias. The lesson plan objectives are reinforced with take-home messages.

The lessons can be taught by teachers, extension educators, after-school educators. No training is required or available. Depending on the educator's knowledge, preparation before lessons may be minimal to moderate. The lesson plans meet Michigan Standards and Benchmarks for Health related to nutrition and physical activity. The lessons link to language arts, math, science, social studies and art. There is no pre-assessment but a post-knowledge test is provided.

**COST:** MSUE staff: \$85 + shipping and handling; non-MSUE staff: \$95 + shipping and handling; Leader's guide: \$25 + shipping and handling

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

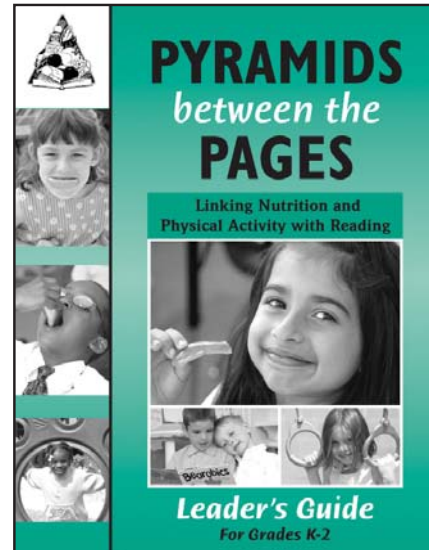
Michigan State University Extension, 240 Agriculture Hall, East Lansing, MI 48824-1039

**PHONE:** 517-353-9102

**FAX:** 517-353-4846

**WEB SITE:** <http://www.pbp.fcs.msue.msu.edu>

**EMAIL:** Karen Martin, MSUE Program Leader, [martin87@msu.edu](mailto:martin87@msu.edu)





## Take 10!

**PUBLICATION DATE:** 2007

**INTENDED AUDIENCE:** Grades K-5

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Take 10! is a classroom-based curriculum that combines fun physical activity with engaging academic learning. A Take 10! curriculum includes more than 30 activity cards and curriculum integrated worksheets. The curriculum is integrated with language arts, math, science, social studies, and general health. Each Take 10! lesson gets children moving for 10 minutes followed by a cool down. The children then answer 2-3 heart smart questions. The teacher is encouraged to include six Take 10!s to meet the 2005 Dietary Guidelines for Americans recommendation. The curriculum helps children develop lifetime health behaviors.

The curriculum is well organized and easy to use. The Take 10! Crew: Minda, Raven, Reina, Junji, and Jordan take the children through the age-appropriate activities. The lessons are flexible and multi-level - beginner to advanced levels. A tracker poster is provided to track progress. The lessons address multiple learning styles: auditory, visual and kinesthetic. No special equipment is required.

The lessons are "turn key" and require no additional planning. Teachers are also provided with a blank lesson template to create their own activities. No training is required or available to teach Take 10! Teachers are encouraged to share their ideas on the Take 10! web site. No pre-assessment is available. There is an end-of-year assessment to test basic knowledge of nutrition, physical activity, and general health and safety.

**COST:** \$79 for each grade level

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

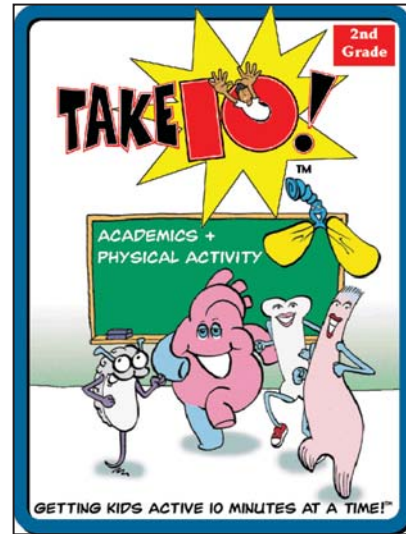
ILSI Research Foundation/Center for Health Promotion, Physical Activity and Nutrition (PAN), One Thomas Circle, NW 9<sup>th</sup> Floor, Washington DC 20005-5802, USA

**PHONE:** 202-659-0074

**FAX:** 202-659-3617

**WEB SITE:** <http://www.take10.net>

**EMAIL:** [take10@ilsi.org](mailto:take10@ilsi.org)



## Live Well! Enjoy Nutrient Rich Foods Toolkit

**PUBLICATION DATE:** 2006

**INTENDED AUDIENCE:**

Adult consumers

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

This science-based toolkit was designed to help health professionals communicate the 2005 Dietary Guidelines for Americans and MyPyramid to consumers through a series of 15 interactive lessons. The leader guide provides a framework for teaching consumers how to follow MyPyramid by choosing nutrient-rich foods and offers ideas for using the lessons in a variety of settings. The reproducible handouts are packed with practical tips to help consumers build a more nutrient-rich diet and the MyPyramid poster has eight black and white educational masters conveniently located on the back.



**COST:** \$10 + shipping and handling

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

Cattleman's Beef Board and National Cattleman's Beef Association in Cooperation with Naturally Nutrient Rich Coalition

**PHONE:** 800-525-3058

**WEB SITE:**

<http://www.beefnutrition.com/mateLiveWell!EnjoyNutrient-RichFoodsToolkit.aspx> or  
<http://www.beefnutrition.com/NutrientRichFoodsCoalition.aspx>

**SUPPLEMENTAL WEB SITE:** <http://nutrientrichfoods.org/>

**EMAIL:** <http://www.beefnutrition.com/Contact.aspx>

## Team Up at Home: Team Nutrition Activity Booklet

**PUBLICATION DATE:** revised March 2007

**INTENDED AUDIENCE:**

Parents and caregivers

**LANGUAGE:** English

**FORMAT:** Print

**DESCRIPTION:**

Team Up at Home: Team Nutrition Activity Booklet is a kid-friendly 34-page activity booklet for parents, caregivers, and their young children. The activities are based on the MyPyramid for Kids and the 2005 Dietary Guidelines for Americans. The activity booklet is well organized with activities for children, parents, and caregivers.

The fun activities focus on the MyPyramid for Kids theme - Eat Right, Exercise and have Fun. Children learn about good nutrition and physical activity as well as colors, shapes, letters and numbers. Before beginning the activities, parents and caregivers answer eight What is your MyPyramid style quiz. Throughout the activity booklet; Sharon, a virtual mom and nutritionist answers parents' questions on food-related issues. Some recipes for healthy meals and snacks are provided. The activities encourages parents and caregivers to be good role models for their children.

This activity booklet can be used at home, daycare, and preschools.

**COST:** Free for Team Nutrition enrolled schools upon request

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

USDA Team Nutrition, 3101 Park Center Drive, Room 632, Alexandria, VA 22302

**PHONE:** 703-305-1624

**FAX:** 703-305-2549

**WEB SITE:** <http://teamnutrition.usda.gov/Resources/teamupbooklet.html>

**EMAIL:** [teamnutrition@fns.usda.gov](mailto:teamnutrition@fns.usda.gov)



## VERB™ It's what you do

**PUBLICATION DATE:** Launched 2002

**INTENDED AUDIENCE:** Youth

Other important audience parents and adult influencers, including teachers, youth leaders, physical education and health professionals, pediatricians, health care providers and coaches.

**LANGUAGE:** English

**FORMAT:** Print, television, radio and online

**DESCRIPTION:**

VERB™ It's what you do is a national social marketing campaign coordinated by the Department of Health and Human Services' Center for Disease Control and Prevention.

The campaign encourages young people 9 -13 years or tweens to be physically active every day. The campaign makes regular physical activity "cool" and a fun thing to do.

VERB™ VISION: All youth leading active lifestyle

VERB™ is a research-based campaign. Excellent posters, tip sheets, mini-magazines, and brochures are available to increase knowledge, improve attitudes and beliefs about tweens' participation in physical activity. Culturally sensitive physical activity resources are available for African American, Hispanic/Latino, American Indian, Chinese, Korean, and Vietnamese.

**COST:** Free

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

Healthy Youth, P.O. Box 8817, Silver Spring, MD, 20908

**PHONE:** 800-CDC-INFO or 800-232-4636

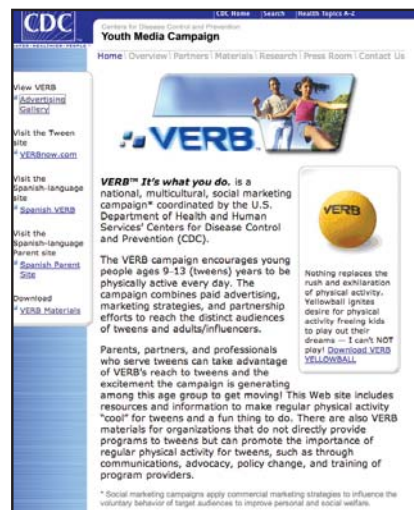
**WEB SITE:** <http://www.cdc.gov/youthcampaign/>

**WEB SITE FOR SUPPLEMENTAL MATERIALS:**

<http://wwwn.cdc.gov/pubs/dash.aspx>

<http://www.cdc.gov/spanish/verb/>

**EMAIL:** CDC-INFO@cdc.gov



## We Can! Energize Our Families: Curriculum for Parents and Caregivers

**PUBLICATION DATE:** 2005

**INTENDED AUDIENCE:** Parents and caregivers

**LANGUAGE:** English

**FORMAT:** Print

### DESCRIPTION:

We Can! Ways to Enhance Children's Activity and Nutrition is a national healthy weight education program. A 60-minute each, six-lesson, science-based curriculum designed to empower families to reinforce healthy actions already taken in the home and teach new skills to sustain healthy behaviors.

This curriculum provides excellent and realistic tips and tools to encourage parents and caregivers to take small steps to create a healthy home environment and lifestyle to help their families maintain a healthy weight for life. It encourages parents to be role models for healthy behaviors. It is made clear in the first lesson that this is not a curriculum for weight control.

The basic premise of the curriculum is Energy Balance is the bottom line. The lessons focus on Energy Balance = Energy in - Energy out. The lessons cover each part of this equation. At the end of the first lesson, parents and caregivers are also provided with We Can! Families Finding the Balance: A Parent Handbook (English/Spanish). This handbook provides the same information covered in the lessons.

The recommendations are based on the 2005 Dietary Guidelines for Americans. The objectives of the lessons are clearly stated. Facilitator preparation before lessons is minimal. The curriculum is well organized and easy to follow, presented in a non-threatening, positive tone. Parents and caregivers fill out a pre-assessment and post-assessment form. This curriculum can be adapted in a variety of community settings and also be used for staff wellness programs.

**COST:** We Can! Energize our Community: Tool Kit for Action \$22.00, each additional copy \$20.00. We Can! - Families Finding the Balance: A Parent Handbook – English Single copy: Free, each additional copy: \$1.50, 100 copies \$100.00

### PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:

National Heart, Lung, and Blood Institute (NHLBI) Health Information Center,  
P.O. Box 30105, Bethesda, MD 20824-0105

**PHONE:** 866-35-WECAN or 301-592-8573

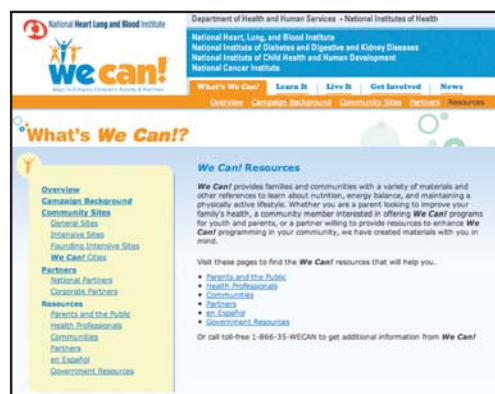
**FAX:** 240-629-3246

**WEB SITE:** [http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan\\_mats/toolkit\\_a1.pdf](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/toolkit_a1.pdf)

### WEB SITE FOR SUPPLEMENTAL MATERIALS:

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/whats-we-can/resources.htm>

**EMAIL:** [nhlbiinfo@nhlbi.nih.gov](mailto:nhlbiinfo@nhlbi.nih.gov)





## BAM! Body and Mind

**PUBLICATION DATE:** Launched July 2002

**INTENDED AUDIENCE:** Ages 9-13

**LANGUAGE:** English

**FORMAT:** Web based

**DESCRIPTION:**

BAM! Body and Mind is an online destination for kids created by the Centers for Disease Control and Prevention (CDC). The site has eight sections: Body Image, Energy, Epidemiology, Natural Disasters, Physical Activity, Safety, Smoking, and Stress. Each section consists of 4-9 sub-sections. The information is science-based and meets the national education standards for science and health.



The objectives are clearly stated and intended to promote increased knowledge and behavior change by offering kids to try healthy, low-fat, and less added sugar recipes. An activity challenge encourages tweens to begin a physical activity plan. BAM! Body and Mind provides tweens with interactive, educational, and fun activities.

No training is provided or required to teach the sections. Preparation before teaching is moderate. The sections provide structured activities. Planning for activities is sometimes necessary. The lessons are written in kid-friendly language. The material is color coordinated and clear instructions are provided. Resources and research information is provided to teachers. A pre-assessment test is provided for teachers to determine physical activities kids should take part in and at the end of each physical activity an assessment task is provided for quantitative evaluation of student content mastery. No pre- and post-assessment is provided for the other lessons.

**COST:** Free

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

CDC/DHHS

Centers for Disease Control and Prevention, 1600 Clifton Rd, Atlanta, GA 30333, USA

**PHONE:** 404-639-3311

**WEB SITE:** <http://www.bam.gov>

**EMAIL:** [bam@cdc.gov](mailto:bam@cdc.gov)

## Eat Smart. Play Hard™

**PUBLICATION DATE:** launched 2000

**FAX:** 703-305-2549

**INTENDED AUDIENCE:**

Kids, parents and caregivers

**WEB SITE:** <http://www.fns.usda.gov/eatsmartplayhard/>

**LANGUAGE:** English

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

USDA Food & Nutrition Service, 3101 Park Center Drive, Alexandria, VA 22302

**FORMAT:** Print and online

**PHONE:** 703-305-1624

### DESCRIPTION:

Eat Smart. Play Hard™ is about encouraging and teaching kids and adults to eat healthy and be physically active everyday. The Web site is organized for kids, parents, and professionals.

Eat Smart. Play Hard™ conveys and reinforces healthy eating and lifestyle behaviors that are consistent with the Dietary Guidelines for Americans and the MyPyramid. The campaign mascot, Power Panther and his nephew, Slurp communicate the behavior messages.

The kids get to visit Power Panther and Slurp's neighborhood which has a library, fitness center, Power tunes, post office, restaurant, fun time arcade, Power Panther's travel sites, a Farmers' Market and playground. Kids will find Power Panther tales, activity sheets (English/Spanish), clip art, food experiments and a lot more.

The Eat Smart. Play Hard™ Healthy Lifestyle section provides parents and caregivers with tools and resources to reinforce a healthy lifestyle and be a role model.

## Body Walk

**INTENDED AUDIENCE:** Grades K-5

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

**LANGUAGE:** English

**FORMAT:** Traveling exhibit

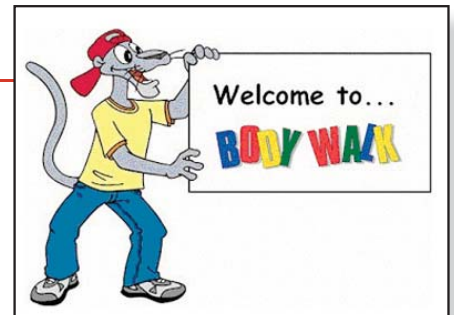
Body Walk Coordinator:  
Kathy Childress, Child  
Nutrition and Wellness,  
Kansas Department of  
Education

**COST:** \$1 per participating students, minimum \$100

**PHONE:** 785-296-2276

**EMAIL:** [kchildress@ksde.org](mailto:kchildress@ksde.org)

**WEB SITE:** <http://www.bodywalk.org/>



### DESCRIPTION:

Body Walk is an educational exhibit for children grades K-5 about learning to Eat Smart. Play Hard.™ It is an exciting tour of the human body featuring engaging, experiential educational activities that link nutrition, physical activity, and health to reinforce positive health behaviors.

Body Walk is a 35-foot by 40-foot walk-through exhibit representing the human body. Groups of eight to ten students are assigned food tags and move through ten stations – brain, mouth, esophagus, stomach, small intestine, heart, lungs, bones, muscles, skin. The eleventh station is Power Panther's pathway to life where the children recap the important points of the previous stations. A volunteer engages children in a five-minute activity at each of the 11 stations that focuses on healthy choices that reflect recommendations of MyPyramid.

Body Walk has classroom activities to use before and after the children walk through the exhibit, a take-home book, additional nutrition education resources, and information to publicize and communicate with the media. Before- and after-school activities are linked to math, language arts, health, science and physical education courses.

The set-up takes 2½ hours and the take-down takes 1½ hours. The room must be a minimum of 45 ft X 50 ft.

Illinois Nutrition Education and Training program adapted the Body Walk program from the Kansas Department of Education. This exhibit allows schools to hold a Body Walk event without scheduling and using a travel exhibit. [http://healthymeals.nal.usda.gov/hsmrs/Illinois\\_Body\\_Walk/Manual/Full.pdf](http://healthymeals.nal.usda.gov/hsmrs/Illinois_Body_Walk/Manual/Full.pdf)

# School Support

Schools can play a key role in reversing the trend of childhood obesity, physical inactivity, food insecurity and poor food choices by adopting quality school nutrition policies; that ensure coordination of comprehensive nutrition education programs, child nutrition programs, a healthy school environment and community partners.<sup>2</sup>



**Success Stories**

**Role Modeling**

**Contacts**





## School Support

The most systematic and efficient means available to improve children's health is to establish healthful eating and physical activity behaviors in childhood by promoting positive lifestyles and developing effective decision-making skills.<sup>1</sup>

**Guidelines developed by the Centers for Disease Control and Prevention (CDC) state that school-based nutrition education programs are most likely to be effective when they:<sup>1</sup>**

- ▶ Help young people learn skills, not just facts.
- ▶ Give students repeated chances to practice healthy eating.
- ▶ Make nutrition education activities fun and participatory.
- ▶ Involve teachers, administrators, families, community leaders and students in delivering strong, consistent messages about healthy eating as part of a coordinated school health program.
- ▶ Are part of a coordinated nutrition policy.

**The guidelines include seven recommendations for ensuring a quality school program to promote lifelong healthy eating.<sup>1</sup>**

- 1. Policy** – develop a coordinated school nutrition policy that promotes healthy eating through classroom lessons and a supportive school environment.
- 2. Curriculum** – as part of a sequential, comprehensive health education curriculum that begins in preschool and continues through secondary school, implement nutrition education designed to help students adopt healthy eating behaviors.
- 3. Instruction** – provide nutrition education through activities that are fun, participatory, developmentally appropriate and culturally relevant.
- 4. Program coordination** – coordinate food service with nutrition education and other components of the school health program to reinforce messages about healthy eating.
- 5. Staff training** – provide staff involved in nutrition education with adequate pre-service and ongoing in-service training.
- 6. Involve** family members and the community in supporting and reinforcing nutrition education.
- 7. Regularly evaluate** program effectiveness and make changes as appropriate.

It is also the position of the American Dietetic Association (ADA), Society for Nutrition Education (SNE), and the American School Food Service Association (ASFSa) that comprehensive nutrition services must be provided to all the nation's preschool through grade 12 students. **Nutrition Services** are an essential component of a **Coordinated School Health Program**. Nutrition education should be linked with physical education and health education in schools and are strong components of psychological and social services programs. Families can reinforce and strengthen nutrition education by modeling nutritious, appealing meals in an environment that encourages a pleasant, social family time.<sup>2</sup>

<sup>1</sup>Centers for Disease Control and Prevention. Guidelines for School Health Programs to Promote Lifelong Healthy Eating <http://www.cdc.gov/HealthyYouth/nutrition/pdf/summary.pdf>. US Dept. of Health and Human Services. May 2006

<sup>2</sup>Position of the American Dietetic Association, Society for Nutrition Education, and American School Food Service Association: Nutrition Services: An Essential Component of Comprehensive School Health Programs. JADA 2003;103:505-514  
This position is in effect until December 2008

## Success Stories

Following are some school success stories in counties throughout Michigan that have made a commitment to make the school environment healthier. The road to change for some schools has been challenging but the rewards are plenty. Michigan Team Nutrition hopes that these success stories will inspire other schools to achieve a healthy school environment. To read more success stories and post your school's success story, please visit <http://www.mihealthtools.org/schoolsuccess/>

### Classroom Nutrition Education

**Wenona Center, Bay City, Bay County**  
**Enrollment: 300**

Our "School Health Team" held a meeting early in the school year to brainstorm ideas to incorporate into our curriculum. Ms. Ann Jay, Director of the Central Michigan University (CMU) Dietetic Internship Program, attended our meeting and offered to contact CMU students in her program to find out if they would be interested in providing "nutrition" lessons to our students.

What a wonderful idea that turned out to be! For five months, every first Friday, three or four CMU students would drive all the way to Bay City to present nutrition topics ranging from "cooking for one" to "healthy snacks." These students, who are not training to be teachers, did a terrific job of holding the attention of our alternative/at-risk students. Our Wenona students gladly met the CMU students in a classroom for the nutrition lesson, which always included a game as well as, often homemade, healthy snacks provided by the CMU students.

I cannot say enough about the terrific job the Central Michigan University students did, and the valuable advice, information and role-modeling they provided our Wenona students.

## Healthier A la Carte

**Saugatuck Middle & High School, Saugatuck, Allegan County**  
**Enrollment: 170**

Spurred by the implementation of the school wellness policy, Saugatuck Middle/High School students brought about positive changes in the foods offered in the cafeteria and vending machines.

The process began when the school updated its Healthy School Action Tool (HSAT) and began to implement its wellness policy. Four high school students were asked by the Coordinated School Health Team (CSHT) to provide suggestions for food choices they would like to see offered.

Food focus groups were held with seven middle school students and four high school students. The students tasted various healthy food options, such as pizza with whole wheat crust and were asked to make suggestions for new food choices. The high school students conducted a taste-test for vending items and surveyed their peers. These student activities were scheduled during study hall time.

Following the food taste tests, students suggested healthier vending machine options such as power and protein bars, peanuts, trail mix and Chex mix. A mini-grant was received through the high school's Student Wellness Implementation Program to provide the vending machine.

## Healthier Vending

**West Middle School, Holland, Ottawa County**  
**Enrollment: 750**

Our Food Service Director was able to obtain a renewal for a fresh fruits and veggies grant from the United Dairy Council and Michigan Action for Healthy Kids to purchase a healthy foods vending machine. A decision was made to combine the grants and offer fresh fruits and vegetables in the refrigerated vending machine for free during lunch time and after school.

A survey was given to the students to see what kinds of foods they'd like to have in the machine. Consequently, since we have a great diversity of students we are trying fruits and vegetables from all over the world. It would be difficult to measure success of this venture with numerical data. More significant are the changes being seen and heard in attitudes and actions: One student shared that she had never had fresh pineapple before, and it was really good, so she asked her mom to buy some. An observation made during lunchtime was that the variety of foods have become bridge-builders between cultures as some students explain to others how their family prepares/eats certain fruits and vegetables, and where they come from and how they grow.

The most amazing phenomenon is after-school student choices. Previously, there would be a crowd in front of the soda machines that are turned on after school. However, when there are fresh veggies available students go there first. When fruit is available it means that the crowd is in the cafeteria in front of the new vending machine which has small fruit parfaits or smoothies. You have to stand in line for a healthy snack!!!



## Healthy Fundraising

**Keith Elementary School, West Bloomfield, Oakland County**  
**Enrollment: 630**

Two years ago, Suzanne Cowles, Principal of Keith Elementary School, Bloomfield, MI, part of the Walled Lake Consolidated Schools shared her vision of a healthy school environment with the PTA Executive Board. Principal Cowles went to each classroom on curriculum night and had an open, honest dialogue to give parents facts about the health of students. The parents were informed of the changes that would take place in the school as endorsed by the PTA Executive Board.

School policies were developed that support only fruits and vegetables for snacks, no soda is permitted at lunch, no eatable birthday treats and absolutely no food as reward. Only nutritious, low-fat foods are served at staff meetings, PTA meetings and at the Principal's Breakfast. The school said good-bye to pizza parties, donuts and bake sales and hello to "Fresh Fruit Friday."

The school has gym three times a week; teachers used pedometers to participate in Count Your Step, a county fitness initiative. After 15 years of trying to raise enough money to build a running track, this year the PTA showed its support by foregoing the usual food fundraiser and sponsored a staff volleyball game for a fundraiser. Over 80 percent of the Keith Elementary Staff wholeheartedly supported the idea and signed on to play. So many tickets were sold (\$5) that the event had to be moved to a larger facility. Excitement filled the air as hundreds of fans poured in to cheer for their favorite staff member's team. As an added attraction, students purchased tickets to shoot hoops at half-time to win prizes. Items such as a plasma TV and an event in a sports arena suite were also up for raffle. By the time the healthy, fun event concluded, the PTA profit was over \$10,000 and a lap-running event brought in \$25,000. The school opened a new track on Tuesday, September 4th, 2007, at a community picnic to welcome students back for the beginning of the new school year.

To better inform parents of the need for good nutrition in the home, Principal Cowles and the Healthy School Action Team (HSAT), started the Family Bookbag program for second-grade students. "I had one mother tell me her daughter finally understands there is no nutritional value in a doughnut," Cowles said. "It is getting through." "We decided to become part of the solution instead of part of the problem," Cowles said.

## School Stores/Concessions

**Clague Middle School, Ann Arbor, Washtenaw County**  
**Enrollment: 750**

The after-school crowd at Clague Middle School is now enjoying healthy snacks purchased at their school store; the Cougar Den. Students munch on fruit snacks, oat bars, sugar-free gum, low-fat ice cream and water instead of the candy, snack cakes and pop.

Since profits from the Cougar Den directly benefit the Special Ed program, teachers operating the store were reluctant to change to healthier foods in the store fearing revenue loss would adversely affect their program. Project Healthy Schools (PHS) team members worked directly with teachers who operate the store to transform it from a candy/junk den to a store filled with healthier choices. The principal was fully supportive and garnered financial backing from the PTSO to cover losses the store might initially incur when it changed to healthier foods.

For nutrition guidelines in making change, the PHS team used the Michigan Action for Healthy Kids snack criteria and the University of Michigan "M Fit" guidelines. The PHS team also sought student input through a sign posted near the store asking for student suggestions on healthier snacks. Some taste-testing was also conducted in the cafeteria. When the healthier foods were first introduced at Clague, students mildly protested the changes but they quickly adapted to the new foods. Initially profits decreased but profits have been rebounding and are almost back to original levels.

Clague is now in its third year of PHS and a key to their ongoing success is principal, Michael Hecker, who actively supports healthy lifestyles. Keys to Clague's healthy school store financial success is marketing, merchandising and listening to the customer. Healthy foods need to be visible and displayed so students have easy access. While fresh fruit and yogurt were requested by students, they did not sell when hidden in a refrigerator. Future plans call for another student survey so the store will continue to meet student demand, aggressive marketing to athletes, and new food items such as cheese, low-fat yogurt smoothies, lower calorie power bars and some better looking and better displayed fruit. Sometimes getting kids to make healthier choices is all about the presentation!

Special Ed programs are still fully funded at Clague and students have healthier options in their school store.

## Farm to School Initiative

**Traverse City West High School, Traverse City, Grand Traverse County**  
**Enrollment: 1500**

Traverse City Area Public Schools offered opportunities for all their schools to celebrate National School Lunch Week with menus highlighting apples purchased from local farms. Traverse City West, led by food service guru Theresa Benedick, in partnership with the Michigan Land Use Institute, arranged to have Mark Dougherty, a local fruit farmer, come in and offer the students a variety of apples at all lunches.

Sliced apple samples were available to all the students and Mark entertained them while educating them. He then went into the physical education/health classes and talked about farming and our sources of food. Student response was fantastic. In addition to this, an apple/chicken/walnut salad and wrap was offered for lunch. One of the nutrition and food classes here at West manned another station, highlighting cherry smoothies, using frozen local cherries and yogurt. Another huge hit! The cost of the apples and cherries was absorbed by food service, which is already purchasing local fruit for the schools. The Every Step Counts grant pays a small stipend to the farmers for every presentation they do in the schools.

Several of the elementary schools have taken advantage of this and are following West's example by having farmers come in and talk to the students about the benefits of fresh, local produce. Nutrition and education about growing food and how it happens is being woven into the curriculum in a very hands-on, visual way. The partnership with the Michigan Land Use Institute continues to be very rewarding.

## Family/Community Involvement

### **Buchanan School, Grand Rapids, Kent County** **Enrollment: 510**

How many times have you heard that breakfast is the most important meal? I bet not as many times as our students at Buchanan Elementary. Every tummy ache that finds its way to the school health office is asked "Did you eat breakfast today?" I wish I had a dollar for every student who says, "I didn't have time." Just because they hear frequent reminders about the importance of a healthy breakfast, doesn't mean our students are going to make a better effort to eat it. Many people, including parents, think it takes up too much time in an already hectic morning. So, instead of "telling" them one more time, our school nurse decided to "show" them a way to have breakfast that is tasty, quick and easy.

Traditionally, our school has a very good parent turnout for parent/teacher conferences, so this seemed to be a good time and place to set up a food demonstration table. On these two nights, the nurse processed breakfast smoothies right before the families' eyes. Students, parents and staff alike, watched in amazement, as the nurse and parent volunteers worked their "magic," adding yogurt, apple cider, fresh bananas, strawberries and ice to the blender. Even the nurse was surprised at how fast she could whip up a pitcher! Everyone was convinced this breakfast treat was easy, but was it tasty? The taste-testing that followed, brought on big smiles, nods of approval and loud requests for more.

Take-home recipes were available in both English and Spanish, much to the delight of our mainly Hispanic families. In addition, a blender was given to one family as a door prize each night. Meijer, Inc., our major corporate school sponsor, gladly donated them for this healthy promotion. This is a small example of how schools, parents and the business community can work together to encourage and promote healthy lifestyles in our children.

## Physical Activity: Before/After School Programs

**Sugarbush Elementary School, New Baltimore, Macomb County**  
**Enrollment: 425**

Extra physical education offerings encourage students at Sugarbush Elementary to live healthy, active lifestyles. Sugarbush's physical education teacher, Matt Pollock, is an active member of the school's Coordinated School Health Team. During his tenure at Sugarbush, Matt has exemplified his commitment to helping his students achieve healthy lifestyles. Matt recognized a need to increase student opportunities to exercise and extended the school day experience to include after-school intramurals for students in fourth and fifth grades. The intramural sports have had a focus on floor hockey and volleyball and have been expanded to include students with both mental and physical challenges. The program is offered multiple times throughout the school year.

The program itself has been an overwhelming success! Parents and students often ask when the intramural sports program will be offered. Last year, Sugarbush had 120 students eligible to participate. Eighty-four of the 120 students participated in the program. Matt, with the help of two special education teachers, developed a Special Olympics Team for those students at Sugarbush that were not able to participate in the after-school intramural program. Sugarbush's Special Olympic Team participated in the Macomb County Special Olympics.

The after-school intramural program and Special Olympics Team have numerous benefits for the student population. Participation in the program helps build school spirit and self-esteem. Students from the various classes are able to learn, play and compete together. Students truly want to be in the program, so the intensity level of the competition and sense of teamwork is high. The program insures yet another opportunity for students to build cardiovascular and endurance levels. Matt is dedicated to expanding and improving a program that he believes provides his students with the foundation for a healthy future.

## Physical Activity Breaks in the Classroom

**West Bendle Elementary School, Burton, Genesee County**  
**Enrollment: 280**

Being Physically Fit: Body and Mind, is a goal at West Bendle Elementary School. Like many other schools, students at West Bendle do not have physical education classes every day. As part of its comprehensive health program, classroom teachers at this upper elementary school (grades 3-5) were introduced to the TAKE 10! curriculum. Take 10! is a classroom-based physical activity program for students in grades K-5. As the name implies, Take 10! provides teachers with age-appropriate physical activities that can be safely implemented in the classroom.

We particularly liked Take 10! because it is a very simple program that integrates academic learning objectives with movement. The program is relatively low-cost (\$79 per classroom) and teachers can implement it without any additional training.

The students love the short breaks during the school day and return to their studies more alert and ready to work.

When we first implemented Take 10! the curricula was purchased for all classroom teachers. When special education teachers learned about the program from their students and from the general education teachers, they requested copies of the program to use in their classrooms.

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## Recess Before Lunch

**St. Gerard Catholic School, Lansing, Eaton County**

**Enrollment: 507**

Our Coordinated School Health Team reviewed the research that indicated that recess before lunch was more beneficial for students and made the decision to make that transition in August 2006.

There were concerns over students coming in with winter clothing on and tracking snow into the cafeteria. We also needed a new procedure for separating hot lunch and cold lunch students. It was a process that took some time and attention (for example, we needed to purchase some extra-long matting to take care of the snow that was brought in with the students) but the transition has been successfully accomplished. It is our feeling that students are both taking the time to eat as well as eating more of their lunches now that they don't worry about running outside. Additionally, the teachers report that students are more settled when coming back to the classroom than they used to be when returning from the playground.

There was some initial opposition to this plan, and executing it was more challenging than we had originally anticipated, but thanks to the collaboration between both the teaching and cafeteria staff, we were able to overcome it. Change is usually difficult, especially when "that's the way we've always done it" is the prevailing mentality. Because of the willingness to meet this as a challenge rather than see it as a change to be resisted, we were able to introduce something to our school that appreciably changed the lives of our students for the better in academics as well as physical education.

## Family/Community Involvement in Support of PA/PE

**Fern Persons Elementary School, Olivet, Eaton County**  
**Enrollment: 455**

At Fern Persons Elementary School teachers recognize that general coordination skills have a direct impact on student academic achievement. We offer two 25-minute physical education classes weekly. We have one full-time physical education instructor for 22 classrooms serving a total of 455 students and one gym for instruction. This just isn't enough activity for 5 year-old students. Therefore, our kindergarten staff developed a program called "Brainercise."

Brainercise is a combination of ideas from three programs; Dr. Thom Johnson's Project 1st Step, Dr. Robert Sornson's Motor Development and the Brain Gym program. The kindergarten teachers wrote a successful proposal to purchase physical education equipment to be used for Brainercise and \$3,000 was spent on exercise equipment, shelving units, storage bins and boxes.

The teachers designed a physical education storage room and organized all of the equipment and the skill objective/lesson plans to go with each piece of equipment. The teachers recruited community members and parents as trainers in the Brainercise activities. Each day of the week one to two trained volunteers work with kindergarten students on various balance and coordination activities. Brainercise volunteers pull two to three students from the five kindergarten classrooms for 10-12 minutes and supervise them as they work through the various stations which are set up in the hallway. Now during a school week the kindergarten student will participate in regular physical education class two times a week and Brainercise two to three times a week.

Kindergarten teachers and students are reaping the rewards of increased physical activity during the school day. Students think they are playing but the teachers know that a great deal of learning is taking place and the benefits spill over into the classroom with an improvement in following oral directions, improved fine motor skills and an improvement in overall coordination. It's a total mind and body workout!

## Opportunities for Staff for Physical Activity

**Traverse City West High School, Traverse City, Grand Traverse County**  
**Enrollment: 1500**

After completing the HSAT, one area that Traverse City Area Public Schools (TCAPS) truly needed to improve upon was the concept of staff wellness. While many strides have been made offering multiple opportunities for students to increase physical activity before, during and after school, not much has been done to offer the same opportunities to staff.

Bonnie Gotshall, Traverse City West's physical education specialist, offered educational sessions and some activities last year, but one of the requests of staff had been for small group sessions with a personal trainer. TCAPS and Every Step Counts (our PEP grant program) was able to form a partnership with The Fitness Center, a health



and fitness club in Traverse City. The managers of the center have children in the Traverse City schools and wanted to reach out to greater numbers of adults as well as children. One of the obstacles with staff wellness is that activities were not being offered onsite, thus, staff felt the time crunch and the difficulty of getting to another site.

The Fitness Center agreed to come to West Senior High School and offer small group training sessions and a Fit Ball session twice a week for interested staff. They offer this for an extremely reasonable fee and provide the instructor and equipment, if necessary.

This allows staff, not only to be healthier, but to be strong role models and advocates of healthy lifestyle choices.

## Creative Ways to Involve Families to be Physically Active

**Galesburg-Augusta Intermediate School, Augusta, Kalamazoo County  
Enrollment: 1200**

In order to improve the physical condition and health of the students in the 4th and 5th grades, the school offered students the opportunity to participate in an At-Home Physical Fitness Program. A parent letter and verification form was sent home with each student.

Each week the students returned their exercise-at-home form to receive credit. Students that participated in exercise three to four times a week would qualify for the Maroon Fitness Club and students that participated five to seven days qualified for the Gold Fitness Club. In order to qualify for a day of exercise the student had to:

1. Exercise outside the normal school day
2. Exercise for 20 continuous minutes
3. Perform an exercise that raised the heart rate

Activities varied greatly, depending on the child's interests. Some activities that students were encouraged to do included:

1) walking, 2) bike riding, 3) organized team participation, 4) yard work, 5) sit-ups/push-ups and 6) jump rope

As an extra incentive to staying healthy, students who participated in three to four days of exercise received a certificate/ribbon. Students that participated in five to seven days of exercise received bonus awards that included:

- Week 1:** One-day pass to Sherman Lake YMCA
- Week 2:** Free Kalamazoo Kingdom Soccer ticket
- Week 3:** Family Pass to Kalamazoo Kings Baseball game
- Week 4:** Free round of miniature golf at Putters

The honor system was employed; it was agreed that students should only be rewarded for actual days of exercise, therefore students and parents were asked to be honest when filling out their verification forms.

## Michigan Team Nutrition Positive Role Modeling for a Healthy School Environment

The following ideas were adapted from suggestions made by school teams that attended the Team Nutrition Mini-Grant Training (11/1/06).

### Ways teachers can be a good example for promoting physical activity:

- ▶ Walk at lunch time or recess with students; even once a month
- ▶ Sing songs that have movement
- ▶ Use "Take 10!" in the classroom (<http://www.take10.net>)
- ▶ Read stories that promote physical activity (for a list of books with positive physical activity messages see <http://www.tn.fcs.msue.edu/resources.html>)
- ▶ Create a mentoring program where older students link with younger ones to be physically active
- ▶ Integrate actions/movements into lessons
- ▶ Support physical education teachers
- ▶ Do large motor movements every 30 minutes
- ▶ Have learning centers around the room so that students move to them

### Ways teachers can be a good example for healthy eating:

- ▶ Have a healthy party policy in your classroom
- ▶ Don't reward students with food
- ▶ Don't discuss inappropriate topics such as dieting or personal beliefs about nutrition, or tell "scary" stories about what will happen if they eat too much candy, etc.

### Suggestions for having a healthy fundraiser to raise money for your school:

- ▶ Volleyball marathon or student-teacher volleyball match
- ▶ Silent/live auctions
- ▶ Dance-a-thon or Rock-a-thon
- ▶ Sell fresh fruit or popcorn
- ▶ Sell non-food items such as healthy cookbooks, magazines, candles, sunscreen
- ▶ Project "Warm Up America"- students create a quilt and receive donations for the time spent; then donate the quilt (<http://www.warmupamerica.org/kids>)
- ▶ School garage sale
- ▶ Have a school talent show
- ▶ School service connection (rake leaves, etc.)





### How healthy a la carte items could be promoted and sales increased for them:

- ▶ Charge more for the unhealthy items
- ▶ Survey students about preferences
- ▶ Have taste tests
- ▶ Serve only items from healthy snack list (<http://www.tn.fcs.msue.edu/resources.html>)
- ▶ Find out what's working for other foodservice directors
- ▶ Have a food advisory committee that includes students

### Ways to encourage teachers/staff to participate in the school mileage club:

- ▶ Offer incentives or a competition between classes/teachers
- ▶ Check out Fitness Finders web site (<http://www.fitnessfinders.net>)
- ▶ Provide pedometers to teachers and encourage them to develop an educational activity relating miles walked to math or social studies lessons
- ▶ Use a survey to find out why they are not involved and what would motivate them

### Suggestions for healthy items at school events to get rid of the coffee and cookie tradition:

- ▶ Apples, carrot sticks/cut vegetables, water, trail mix, juice (100%)

### Ways teachers can promote the school lunch:

- ▶ Join your students to eat the school lunch (or talk to them about it)
- ▶ Students and teachers receive a free lunch for their birthday

### Ways a foodservice manager could be a good role model for staff:

- ▶ Eat healthy foods, be an example
- ▶ Walk (exercise)
- ▶ Encourage staff to do fun fitness activities
- ▶ Offer healthy snacks for staff

### Ways a physical education (P.E.) teacher could be a nutrition role model for students:

- ▶ Taste-test healthy food in a P.E. class
- ▶ Eat with the students, eating healthy
- ▶ Talk to students about healthy eating
- ▶ Don't give students an inconsistent message by rewarding them with food

### Ways to reach parents with the message that school meals are healthier than ever:

- ▶ Put info on menu backs about ways parents can role model by making healthy choices
- ▶ Provide handouts at parent conferences
- ▶ Put information in a weekly newsletter
- ▶ Use surveys
- ▶ Have "Bring a parent to breakfast/lunch day"

### Ways a principal could be a good role model for healthy eating or physical activity:

- ▶ Walk with students during recess or lunch
- ▶ Eating (lunch) with principal



For more ideas, go to

<http://teamnutrition.usda.gov/Resources/popularevents.html>

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## Definitions

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### Comprehensive School Health Education

Comprehensive School Health Education (CSHE) is one of the 8 components of Coordinated School Health Programs (CSHP) as defined by the Center for Disease Control and Prevention. Comprehensive health education is a building block approach to creating a healthy future for today's children. Curriculum is designed to build upon itself as students advance through grade levels. Beginning with kindergarten, basics for healthy life-styles are introduced in ten topic areas: Safety and First Aid, Nutrition, Family Health, Consumer Health, Community Health, Growth and Development, Substance Use and Abuse, Personal Health Practices, Emotional and Mental Health, and Disease Prevention and Control. In grade one, lessons and objectives build upon the foundation of skills learned in kindergarten as do those in grades two through twelve. This continuity of information and reinforcement of health practices in age appropriate activities builds a solid core of skills, attitudes and knowledge. Comprehensive health education offers excellent solutions to the ever growing number of chronic health problems people face today. By helping our children to develop positive health habits at an early age and reinforcing them as they mature, we enable them to develop healthy lifestyles. We also arm them with the knowledge and skills to make healthy decisions for themselves and their children in the future.

### Coordinated School Health Team (CSHT)

A CSHT is an advisory group of individuals who represent segments of the school and community. The group acts collectively to provide advice to the school system on all aspects of school health.

### Dietary Guidelines for Americans 2005

The Dietary Guidelines for Americans has been published jointly every 5 years since 1980 by the Department of Health and Human Services (HHS) and the Department of Agriculture (USDA). The Guidelines provide authoritative advice for people two years and older about how good dietary habits can promote health and reduce risk for major chronic diseases. They serve as the basis for Federal food and nutrition education programs. To see the Dietary Guidelines for Americans report, go to <http://www.healthierus.gov/dietaryguidelines>.

### Healthy School Action Tool (HSAT)

The Healthy School Action Tool was adapted from School Health Index for Physical Activity, Healthy Eating, and Tobacco-Free Lifestyle: A Self-Assessment and Planning Guide (Centers for Disease Control and Prevention, 2002) and Changing the Scene Healthy School Nutrition Environment Improvement Checklist (United States Department of Agriculture Food and Nutrition Services, Team Nutrition, 2000). HSAT is an assessment tool that provides school buildings with a clear picture of strengths and areas needing improvements to provide students and staff with healthy options. Go to <http://www.mihealthtools.org/schools>.

### MyPyramid Food Guidance System

The U.S. Department of Agriculture has packaged the recommendations from the 2005 Dietary Guidelines for Americans into the MyPyramid Food Guidance System. MyPyramid is designed to provide a personalized approach to making healthy eating and physical activity choices for the general public over 2 years of age. The symbol has been designed to be simple. Go to <http://www.MyPyramid.gov>.

### Team Nutrition

Team Nutrition is a national U.S. Department of Agriculture initiative to motivate, encourage, and empower schools, families and the communities to work together to continually improve school meals and to help students and families make food and physical activity choices for a healthy lifestyle. Go to <http://www.tn.fcs.msue.msu.edu> and <http://www.fns.usda.gov/tn>.



## Appendix

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Position of the American Dietetic Association, Society of Nutrition Education, and American School Foodservice Association: Nutrition Services: An Essential Component of Comprehensive School Health Programs.

J Am Diet Assoc. 2003;103: 505-514

[http://eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy\\_3777\\_ENU\\_HTML.htm](http://eatright.org/cps/rde/xchg/ada/hs.xsl/advocacy_3777_ENU_HTML.htm)

Murphy, Anne. Federally-Mandated Local Wellness Policies for School Districts. February 2006

[http://eatright.org/cps/rde/xchg/ada/hs.xsl/career\\_8792\\_ENU\\_HTML.htm](http://eatright.org/cps/rde/xchg/ada/hs.xsl/career_8792_ENU_HTML.htm)

Institute of Medicine of the National Academies. Nutrition Standards for Foods in Schools: Leading the way toward healthier youth. April 2007.

<http://www.iom.edu/CMS/3788/30181/42502.aspx>

HealthierUS School Challenge: Recognizing Nutrition Excellence in Schools.

<http://www.fns.usda.gov/tn/HealthierUS/index.html>.

U.S. Department of Health and Human Services. Promoting Physical Activity and Healthy

Nutrition in Afterschool Settings: Strategies for Program Leaders and Policy Makers. August 2006

[http://www.nccic.org/afterschool/fitness\\_nutrition.pdf](http://www.nccic.org/afterschool/fitness_nutrition.pdf)

Michigan Action for Healthy Kids. Tips and Tools to Implement Michigan's Healthy Food and Beverages Policies. <http://www.tn.fcs.msue.msu.edu/HealthySchoolToolkit.html>.

Michigan Action for Healthy Kids. Tips and Tools to Promote Physical Education and Physical Activity.

<http://www.tn.fcs.msue.msu.edu/HealthySchoolToolkit.html>.

## Curriculum That Looks Promising

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### Bridges to Wellness

**PUBLICATION DATE:** 2007

**INTENDED AUDIENCE:** Grades 5-10

**LANGUAGE:** English

**FORMAT:** Web-based

**PHONE NUMBER:** 1-800-241-MILK (6455)

**FAX NUMBER:** 703-739-3915

**COST:** Free

**PUBLISHER/DISTRIBUTOR NAME AND ADDRESS:**

National Dairy Council in cooperation with School Nutrition Association and School Nutrition Foundation

**WEB SITE:** <http://www.schoolnutrition.org/bridgestowellness>

**EMAIL:** [servicecenter@schoolnutrition.org](mailto:servicecenter@schoolnutrition.org)

**DESCRIPTION:**

This exciting, interactive, new program is designed to "bridge the gap" and bring school nutrition professionals and classroom educators together to make nutrition learning come alive for students in grades 5-10, while meeting the nutrition education goals in their local wellness policy. 3-A-Day of Dairy Nutrient Package, the first 3-part lesson in a series of lessons, is focused on the importance of dairy foods as recommended by current federal guidelines from the 2005 Dietary Guidelines and MyPyramid. Handouts and transparencies are included to support the lessons. Each of the lessons in this series will highlight the food groups to encourage and include three key components to reflect connections between classroom, cafeteria, and home:

- ▶ Classroom Instruction (gaining knowledge)
- ▶ Application Activity (demonstrating gained knowledge)
- ▶ Cafeteria Connections (putting knowledge into practice and changing behavior)



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